

Key Stage 3 Curriculum Overview, from September 2020
Upton Hall School FCJ Spanish Department

	Autumn Term	Spring Term	Summer Term
Year 7 (Year 1)	<p>Introduction to the language Phonics, alphabet, personal details, pencil case, countries and nationalities. Grammar: Question words, Present Tense of Ser/Tener, Word Order, Gender of Words Assessment – Weekly vocabulary tests, Weekly translation tests End of unit assessment in Listening and Reading My surroundings Describing the place where you live, describing your home and giving opinions Grammar: Present Tense of Vivir, Plural and Singular Opinions</p> <p>Assessment – Weekly vocabulary tests, Weekly translation tests End of unit assessment in Writing and Translation</p>	<p>Familia y Tiempo libre 1: Talking about family and pets, physical description. Grammar: Gender and Number of Adjectives, Adjectival Agreement. Revision or Ser/Estar Assessment – Weekly vocabulary tests, Weekly translation tests. End of unit assessment in Listening and Reading Familia y Tiempo libre 2: Talking about free time activities Grammar: Infinitive verbs, Opinions using verbs</p> <p>Assessment - Weekly vocabulary tests, Weekly translation tests. End of unit assessment in Writing and Translation</p>	<p>El Futuro y la Cultura 1: Daily Routine, Helping at home and talking about the future Grammar: Immediate Future (IR + Infinitive), Radical Changing verbs. Assessment – Weekly vocabulary tests, Weekly translation tests End of unit assessment in Listening and Reading El Futuro y la Cultura 2: Spain/Spanish-Speaking Countries Research Project Assessment - Weekly vocabulary tests, Weekly translation tests. End of unit assessment in Writing and Translation</p>
Year 8 (Year 2)	<p>Leisure activities: cinema, festivals, arranging to meet friends Describing the place where you live, describing your home and giving opinions Grammar: Present Tense of Vivir, Plural and Singular Opinions School: opinions of subjects, time and timetable, lunch time activities Grammar:Revision of Present Simple and Immediate Future , radical changing verbs (empezar), se puede + infinitive, time + a la/ a las Food and mealtimes,healthy diet, school meals and cultural differences in eating habits, describing your school Grammar: Revision of gustar and adjective agreement a+el=al Revision of definite and indefinite articles</p> <p>Assessment – Weekly vocabulary tests, Weekly translation tests, End of unit assessments.</p>	<p>Clothes and sizes, describing your school uniform in past, present and future, giving opinion of clothes/uniform Grammar:Adjectives and comparisons, introduction to Imperfect tense, revision of Present and Immediate Future Holidays: destinations, transport, past destinations, holiday activities past and present, weather Grammar: Revision of se puede,a/en + modes of transport, Verb IR in Preterite tense, Regular AR/ER/IR verbs in Preterite tense</p> <p>Assessment – Weekly vocabulary tests, Weekly translation tests, End of unit assessments.</p>	<p>Future holidays, ideal holidays Grammar:Revision of Immediate Future Introduction of Conditional tense REVISION FOR END OF YEAR EXAMS Review of Year 8 vocabulary and grammar Focus on speaking skills Preparation for end of year speaking exam</p> <p>Assessment – Weekly vocabulary tests, Weekly translation tests, End of year exam in Listening, Reading, Writing, Translation and Speaking.</p>

<p>Year 9: (Year 3)</p>	<p>Youth Culture topic 1: Self and relationships Revision of family, physical and character descriptions, getting on with different people (with reasons). Clothes and fashion: items of clothing, materials and styles, shopping phrases and shopping preferences.</p> <p>Youth Culture Topic 2: Technology and social media Vocabulary of technology and Internet, uses of Internet, pros and cons of mobile phones and technology.</p> <p>Grammar: Revision of the present (including irregular verbs and radical changing verbs), Comparative and superlative clauses and demonstrative pronouns, introduction of the Imperfect tense, Para + Infinitive, revision of Immediate Future and introduction of Simple Future.</p> <p>Assessment - Weekly vocabulary tests, Weekly translation tests, end-of-unit exam style assessed writing, end of unit reading and listening assessments.</p>	<p>Healthy Living Topic 1: Food and drink Revision of food and drink vocabulary and mealtimes, healthy diet</p> <p>Healthy Living Topic 2: Health and fitness Parts of the body, illness and injury, good and bad habits.</p> <p>Grammar: Verbs of obligation (auxiliary verbs), revision of present, past and future. Reflexive verbs, verbs like Doler. Radical changing verbs. Recognising the subjunctive (es importante que)</p> <p>Assessment - Weekly vocabulary tests, Weekly translation tests, end-of-unit exam style assessed writing, end of unit reading and listening assessments.</p>	<p>Customs and Traditions: Festivals and celebration in Spain, special occasions and differences between British and Spanish celebrations</p> <p>Spain/ Spanish speaking countries research project.</p> <p>Grammar: Revision and review of grammar learnt.</p> <p>Assessment - Weekly vocabulary tests, Weekly translation tests, End of year exam in Listening, Reading, Writing, Translation and Speaking.</p>
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KS3 Curriculum Overview: Rationale and Assessment

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Why are you teaching what you are teaching when you are teaching it?

We believe that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Pupils should have the opportunity to express their ideas and thoughts in Spanish and to understand and respond to its speakers, both in speech and in writing. Our aim is to encourage students to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. We would like to provide our students with the foundation for learning further languages, equipping them to study and work in other countries. We would like our students to become confident speakers of Spanish, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

Year 7 – The introduction to the language focuses primarily on the phonetics of the language and the grammatical and structural differences between English and Spanish. This helps eliminating serious error of pronunciation further down and it has had a positive impact as pupils are provided with a solid foundation, which also aids their writing skills. Additionally, taking into consideration their knowledge of grammar from previous language learning experiences (including English), we initially focus in basic grammar rules and highlighting the key differences between Spanish and English such as noun gender, adjectival agreement and word order. The present tense of the verbs is also introduced, and the different endings discussed. All the topic areas covered in year 7 provide a very good foundation for pupils to get familiar with high frequency words and language areas which will be expanded and revisited in other topics throughout year 8 and 9.

Year 8 – In the course of this year, new topic areas are introduced. Some of them such as giving opinions and talking about interests are revisited from Y7 and pupils encouraged to use more complex language in a more creative way. The topic of Leisure allows for the introduction of the future tense and the Holiday topic enables pupils to learn the Past tense in the language. As grammar is an important part of developing pupils' communication and fluency, we also introduce the conditional tense in its basic form of Me gustaría + Infinitive. By the end of Y8, we aim to have covered most of the topic areas that appear in our GCSE syllabus and we start developing the complexity of the ideas and contexts in Y9

Year 9 – In year 9, we expand the grammatical structures and content from the topics of Personal Relationships, Fashion, Leisure and Technology and Healthy living. We introduce the other past tense in Spanish (Imperfect tense) and analyse the differences between the Preterite and the Imperfect. Additionally, we develop the skills of speaking and writing by including more detailed, analytical language in writing and speaking. The translation skills dealt with this year allow student to deepen their knowledge of grammar and to understand the differences between the two languages in preparation for GCSE

Authentic materials related to each of the topic areas covered are used by staff. These include videos, stories for children, listening and reading materials and translations from books and magazines as well as online Spanish resources.

How do you propose to assess Spanish at Key Stage 3?

Assessments take a variety of forms (Listening, Reading, translation, writing and speaking) and there is an increasing emphasis on building a vocabulary and grammatical knowledge which will allow our pupils to use the language in a spontaneous, fluent and confident way. In addition, all learners will be encouraged to develop resilience in their learning and concentrate on those aspects that they find the most challenging so that their practice and analysis will help them tackle the difficulties they face and so become more confident.